POTENTIAL UNIT OF STUDY TEMPLATE

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| kk **Month:** *September*  **f Time (days/weeks):** *3 weeks* | |
| **Unit Title:** | * *Provides an organizer (Unit Name/Title) around an issue, problem, question, or goal that engages students and connects their learning to prior knowledge, experiences, skills, beliefs, and customs* |
| **Standards** | * *Contains a manageable number of relevant content standards to be addressed (Content Expectations and/or Common Core State Standards)* |
| **Enduring Understandings and/or “I can . . . “** | * *Big Ideas represent the main ideas, conclusions, or generalizations about the “unwrapped” concepts and skills in a focused instructional unit of study that will transfer understanding from one subject to other areas of study. Ultimately*, ***enduring understandings/big ideas are what you want your students to discover on their own as a result of the instruction and learning activities***. |
| **Essential Questions** | * *Proposes essential questions that address selected content strands, promote students' thinking, result in active application of learning, and draw attention to the relevance of learning in students' lives* |
| **Vocabulary** |  |
| **Concepts & Information** | * *Communicates clearly the focus of instruction and performance expectations to students, parents, and others* |
| **Summative Assessments** | End of Unit Summative Assessment:   * *Contains authentic assessments that include appropriate writing tasks (i.e., open response, on-demand, and portfolio-appropriate writing tasks) that reflect the identified content and performance standards and essential questions* |
| Days:  CE’s/CCSS | Lesson 1 Target:   * *Communicates clearly the focus of instruction and performance expectations to students, parents, and others*   Formative Assessment:  Activities:   * *Includes appropriate literacy strategies (e.g. before reading, during reading, after reading, strategic instruction, etc.)* * *Includes opportunities for student inquiry, conferencing, reflection, research-based activities, and problem-based learning* * *Includes equitable instructional practices and multiple cultural perspectives that address the needs of all students*   Summative Assessment:  Differentiated Resources: |
| Days:  CE’s/CCSS | Lesson 2 Target:  Formative Assessment:  Activities:  Summative Assessment:  Differentiated Resources: |

Etc. . . .

Reference: November 02, 2011; Kentucky Dept. of Education